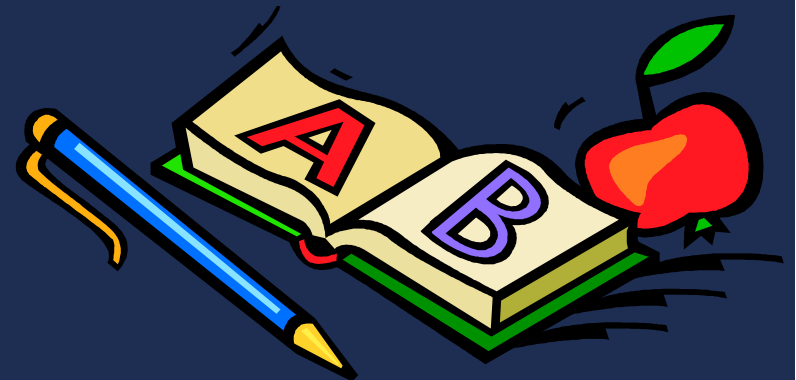


The Scholarship of Teaching & Reaching: Increasing Opportunities for all Students in a Distance Teacher Education Program

Laura S. Foley
Laura M. Zemp
Marianne Evans



Why distance teacher education?

Teacher shortage – Recruit/retain in rural areas

Rural communities

- Desire to grow our own teachers (Dessoiff, 2010)
- Land-grant mission
- Access & community (place based) traditional less traditional

Students handling multiple roles

Paraeducators as a resource for districts and as students for programs (REFERENCE)

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Research Questions

- a) According to enrollment data, have modifications in the distance teacher education program implemented in fall of 2009 increased access to underserved populations in Utah (e.g., rural students, paraeducators, and/or minorities)?
- b) According to student and faculty feedback gathered from survey and interview data, what support systems have been key to student success or failure in the program?

Scholarship of Teaching (REFERENCE) lens for analysis

Program Goals

- ✓ Maintain the integrity of USU teacher education programs
- ✓ Accommodate the workloads of paraeducators when considering course loads, times, availability, and practicums (Platt & Likins, 2005) – impacts other students with multiple roles as well
- ✓ Provide access to quality teacher preparation programs for students throughout the state



Broadcast and Hybrid Courses

Program courses delivered through Interactive Video Conferencing (IVC broadcast)

- Two-way communication, synchronous learning environment
- Allows connection of multiple sites (this semester 9 sites for 24 students)
- Courses held in the evenings (4:30 p.m. and 7:15 p.m.)

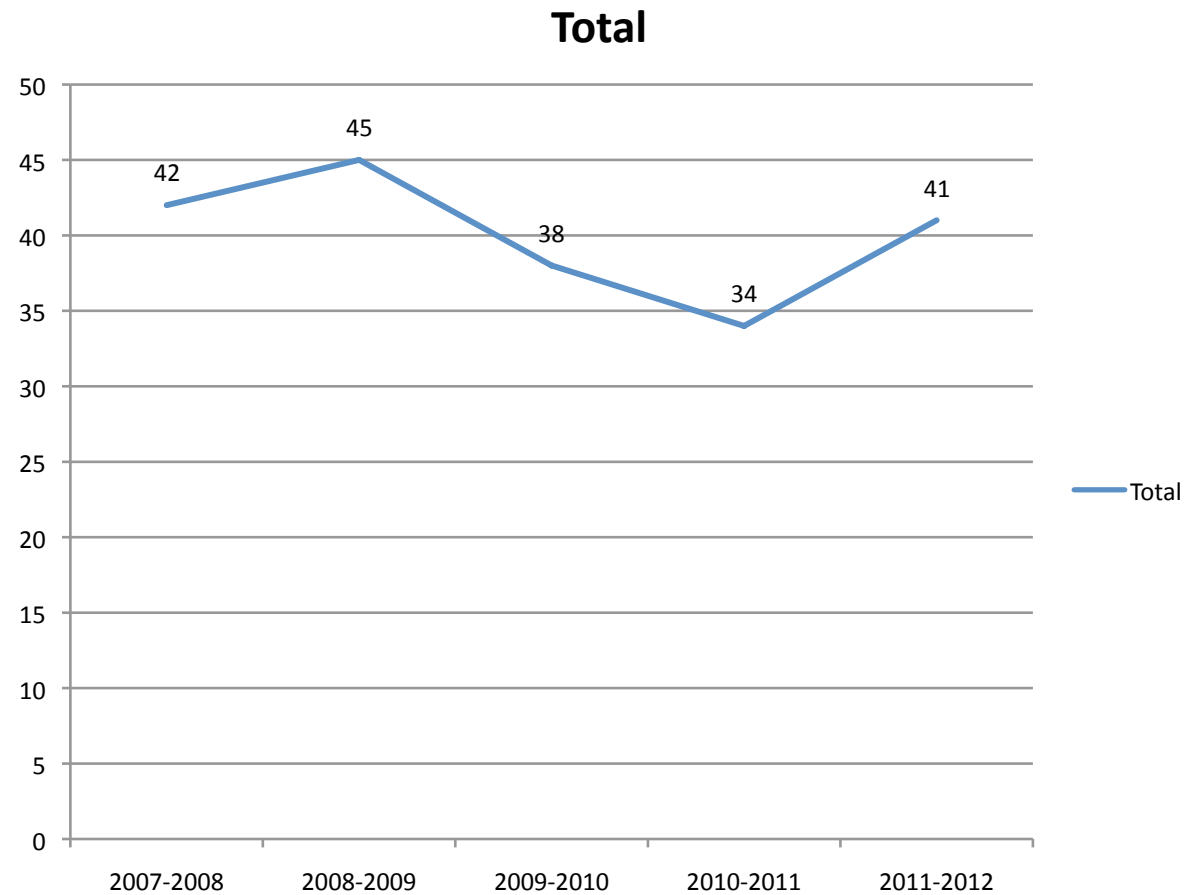
Hybrid Courses

- One week content via synchronous IVC; next week content asynchronous via online course management system (Canvas)
- Allows for less seat-time and equal content to be delivered during one semester to meet program integrity, student accommodation and access



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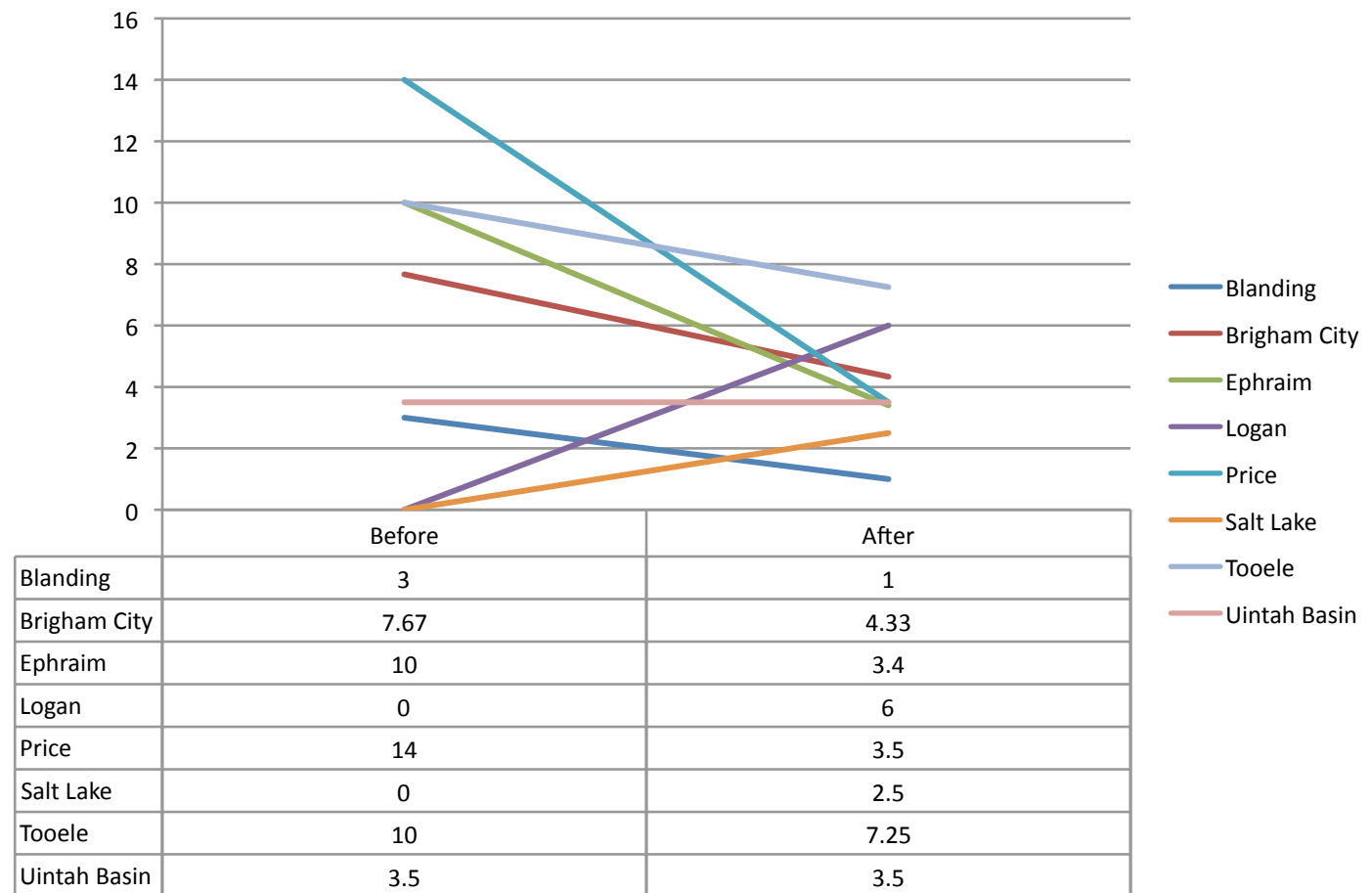
Enrollments



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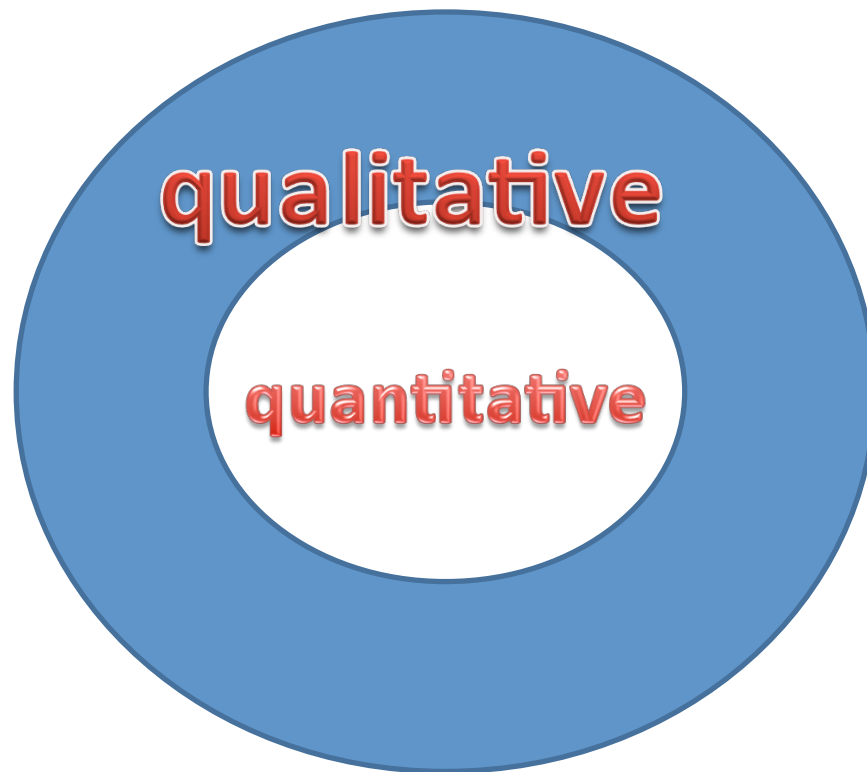
Enrollments

Average Enrollments by Location Before and After Delivery Changes



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Methodology



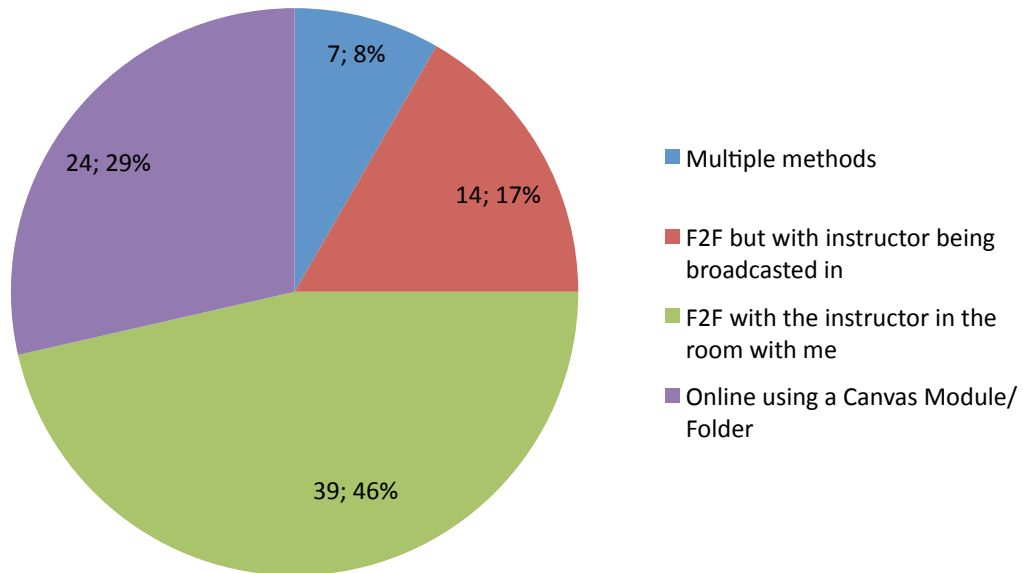
Analysis focusing on:

- Program Delivery
- Student Support Systems
- The Scholarship of Teaching in the Reading Methods courses

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Perceptions of Delivery

Student Delivery Preference

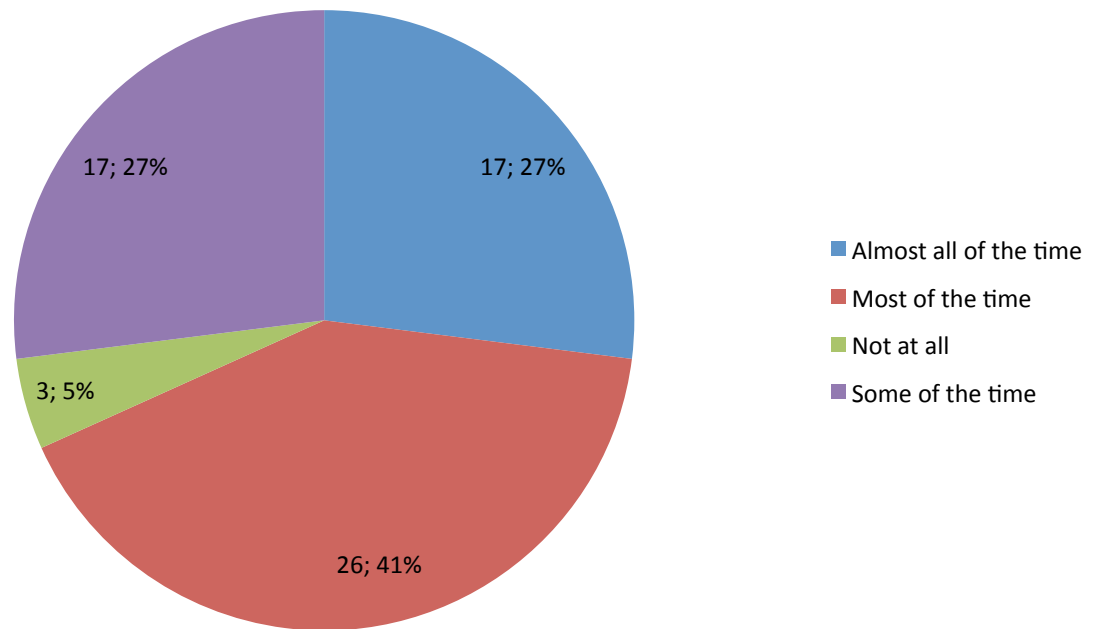


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Perceptions of Delivery

Online learning as effective as F2F



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Perceptions in Distance TEP Experience

What could you do to improve your experience in this class?

Time & Roles

Self: *If I had more time to study and evaluate the material and master the concepts it would help... I often feel that there is so much information in each of my classes and I would like to ...[go] in depth into each, but with 15 credits, two jobs, practicum teaching, and a family, I don't know how to do it. (Reading Methods I—Fa2011)*

Self: *Quit one of my jobs. :) I think that I could try to plan meals better so that during the class sessions I'm not distracted by hunger. (Reading Methods II—Fa2011)*



Perceptions in Distance TEP Experience

Student quotes; data from the open ended questions

Preparation and Participation

Self: *Something that I could do to improve my experience is maybe coming a little more prepared for class. Such as refreshing my mind on the readings before I come so that I can get the most out of the lesson. ...become more active in some of the participation activities. ...ask more questions on some of the things that I am struggling with. (Reading Methods I—Sp2010)*

Self: *I need to take better notes. I also think that sitting up front near the tv screen would be beneficial. That way, I can ignore other people's fidgeting. (Reading Methods II—Sp2012)*

Perceptions of Self-Efficacy in Distance TEP Experience

Support

Others: *I really like my classmates at my broadcast sight. When we have questions about assignments, we contact each other during the week. Also, we have reviewed each others work to make sure that we have a clear paper that aligns with the rubric. (Reading Methods II—Sp 2012)*

Others: *...but if we really tried not to talk to each other so much. Peers are great support and lend a lot of understanding. Because we only see each other once a week, and some classes are confusing, we tend to discuss this information during class. This is good in the "support" department, but doesn't help with the "learning something new" department. (Reading Methods II– Sp2012)*



Perceptions of Self-Efficacy in Distance TEP Experience

Attention & Attitude

Self: *I'm just as much to blame as anyone else, but [it would help] if we really tried not to talk to each other so much...*
(Reading Methods II—Sp2012)

Others: *Peers need to be respectful of the time and preparation a student takes in being on time, attentive, and listening to instruction. Peers can provide input when called upon to do so by instructor. Peers should respect other students learning environment. They have to right to learn without being distracted by conversations not on subject.* (Reading Methods I—Sp2012)



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Perceptions of Self-Efficacy in Distance TEP Experience

Student quotes; data from the open ended questions

Attention & Attitude

Others: *They could seriously be **more quiet** during class. Just because the majority of students are in practicum or are **paraprofessionals**...and work together in class to organize, do assignments and responsibilities from other classes, [this] does not mean that it should be a complete disruption from the lecture to someone not in their group. (Reading Methods I-- Fa2011)*



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Support Systems & Individual Differences

Data emerging from the qualitative responses:

- Access to distance education
- Life roles
- Instructors in the program
- Practicum in the schools
- Attention & Attitude
- Preparation & Participation

Course Improvements

Scholarship of Teaching Lens

Student Feedback:

1. Request for greater clarity on readings & assignments
2. Request for more modeling & time for guided practice
3. Give even more guidance on lesson planning

Teacher Implementations:

1. Weekly online Modules for clarity on readings & assignments— & Flipped classroom approach
2. Greater use of videos and visitors for modeling classroom situations
3. Focus on the explicit lesson plan by section as they develop their one integrated plan



LZ

Program Improvements

Local advisors

Level III Scheduling changes over time

- Reconfiguration this semester to shorten seat time by extending number of broadcast weeks

Partnerships with districts – job guarantees for paraeducators



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Future Directions

Continued improvement and adjustment based on evaluation:

- Learning strategies for teaching reading comprehension is the **key course objective**. Therefore, added a **pre-assessment** to track growth in student learning
- Online and IVC delivery adjustments made this semester will be evaluated



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community_visitors/](https://distance.usu.edu/community_visitors/)

USU School of Teacher Education and Leadership (TEAL): teal.usu.edu

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